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# SAT Overview

February 2017

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Brought to you by the College Board and  
the Maine Department of Education

# Agenda

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- ▶ Our goal today is to provide an overview for school staff to prepare you for the spring 2017 SAT administration.
- ▶ Planning for Test Day
- ▶ Planning Rooms & Staffing
- ▶ Accommodations
- ▶ Registration
- ▶ Test Materials & Administration

# Key Dates

Activity	Audience	Dates
Accommodations Requests	SSD Coordinator	Now-2/15/17
Registration Information Arrive (includes SDQ and fee waiver cards)	District/Schools	January 2017
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/2/17 – 3/17/17
Admission Tickets Arrive in Schools	Test Center Supervisor/Students	3/29/2017-3/31/2107
Test Materials Arrive in Schools	Test Center Supervisor SSD Coordinator	3/29/17-3/31/17
Test Day	Test Center Supervisor Test Day Staff	4/5/17
Accommodated Test Window for students on the NAR	SSD Coordinator	4/5/17-4/14/17
Makeup Test Day	Test Center Supervisor Test Day Staff	4/25/17



# Planning for Test Day

# Testing Roles

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- ▶ **Test Center Supervisor** – responsible for all aspects of the SAT administration at the school
- ▶ **Services for Students with Disabilities (SSD) Coordinator(s)** – responsible for overseeing all aspects of the SAT administration for students testing with accommodations
- ▶ **Associate Supervisor** – manages test administration within a testing room
- ▶ **Proctors** – assists the associate supervisor with monitoring students in the testing room
- ▶ **Hall Proctor** – responsible for monitoring the hallways on test day
- ▶ **Principal** – receives general information about test day activities

# Test Center Supervisor Role

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The Test Center Supervisor (TCS) is responsible for:

- ▶ All aspects of the administration at a school, including:
  - ▶ Pre-admin activities like test center set-up, planning rooms and staff for test day, and receiving and securing test materials
  - ▶ Everything on test day, including distribution of materials, monitoring all test day activities and staff, packaging and returning test materials, and completing Supervisor Irregularity Reports
  - ▶ Identifying staff to serve as Associate Supervisors, Proctors and Hall Proctors for test day staff support
- ▶ The TCS may choose to enlist the aid of others at the school to help him/her test day planning and set-up
- ▶ The TCS will remain the main contact and receive all communications from the College Board and ETS

# Services for Students with Disabilities Coordinator Role

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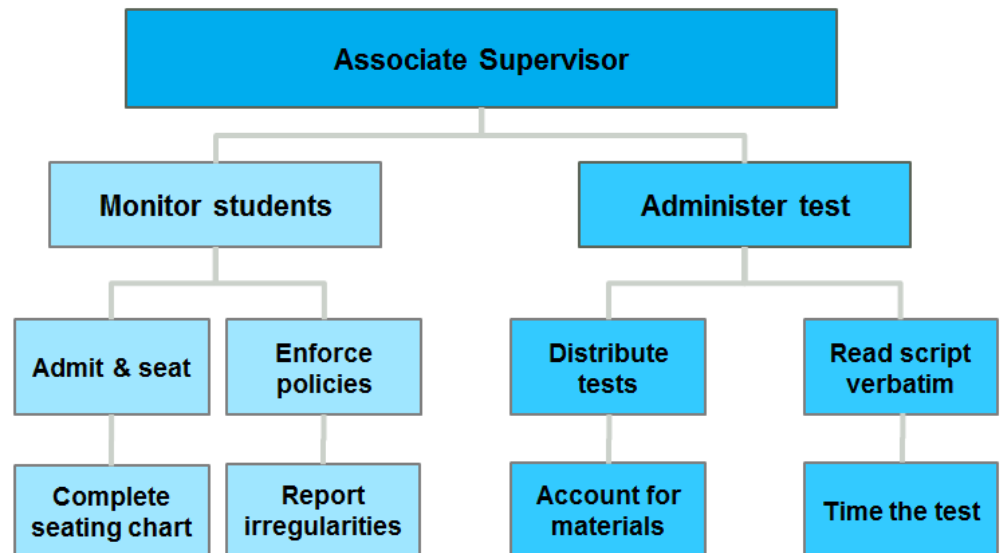
The Services for Students with Disabilities (SSD) Coordinator is responsible for:

- ▶ Being the school's liaison with the College Board's Services for Students with Disabilities office and submitting accommodation requests for all students who request them at his/her school.
- ▶ Administering the test to students who have accommodations that appear on the Non-standard Administration Report (NAR).
- ▶ Schools will identify a primary SSD Coordinator. To establish themselves as an SSD Coordinator, the person will need to:
  - ▶ Have a College Board Professional Account
  - ▶ Complete the SSD Coordinator Form, found on [collegeboard.org/ssd](https://collegeboard.org/ssd)
  - ▶ Receive an access code to link your SSD Online access to your College Board professional account.

# Associate Supervisor Role

The Associate Supervisor Role is responsible for:

- ▶ Supervising everything within a testing room including management of all testing materials, administering the test, and monitoring test-takers to ensure a fair administration.
- ▶ Must be a district employee
- ▶ Each room requires one Associate Supervisor
- ▶ One Associate Supervisor must be designated as the back-up for the Test Center Supervisor



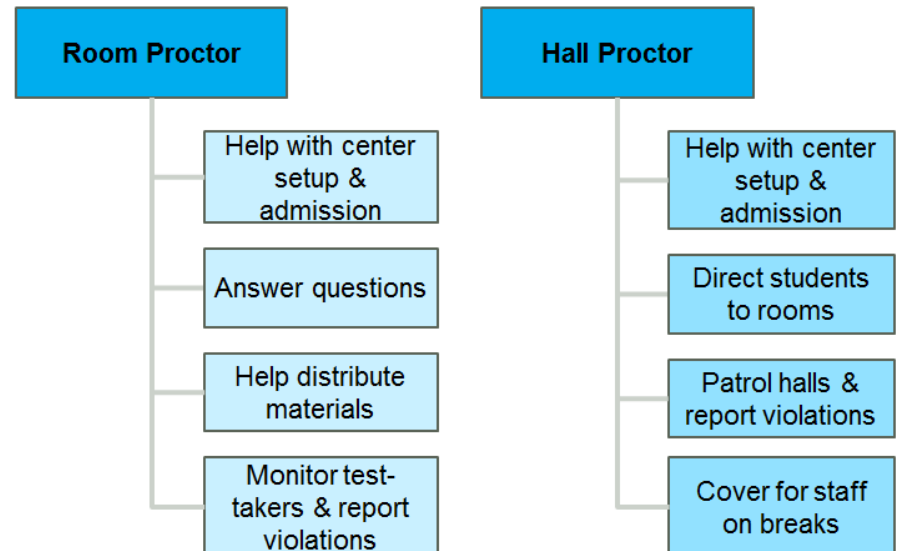


# Room Proctors and Hall Proctors

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Room Proctors and Hall Proctors are responsible for:

- ▶ Assisting the Test Center and Associate Supervisors
  - ▶ Proctors help set up the testing area and monitor testing
  - ▶ Hall Proctors patrol the hallways during testing to make sure the testing area remains quiet and secure
- ▶ Must be a district employee



# SAT Planning for Test Day

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- ▶ The standard schedule includes testing room doors closing at 8 a.m. for pre-admin activities and testing beginning at 8:30 a.m.
- ▶ Schools may alter the start time by 30 minutes and therefore close testing room doors as early as 7:30 a.m. or as late as 8:30 a.m., and they may start testing any time between 8:00 a.m. and 9:00 a.m.
- ▶ The start time applies to standard test takers as well as accommodated test takers in both the primary and make up administrations.
- ▶ Schools must complete testing before breaking for lunch.

# SAT Planning for Test Day

- ▶ The pre-administration time includes important directions and completing information on the answer sheet. This must be completed on test day for SAT.

SAT	SAT with Essay (in minutes)
Pre-admin Time	30
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Book collection/ Essay distribution	15
Essay	50
Total (hours, minutes)	<b>4h, 52m</b>

# Training for Test Center Supervisors

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- ▶ Test Day Training
  - ▶ Test Center Supervisors are required to read all Supervisor manuals in advance of test day
  - ▶ College Board's Online Supervisor Training will be available in February and should be completed by the end of March
  - ▶ The Test Center Supervisor is responsible for training other testing staff
- ▶ Implementation Training Kits will be shipped in mid-to-late February
- ▶ Test Center Supervisors should have the printed manuals with them on test day for quick and easy reference



# Planning Rooms and Staffing

# Testing Rooms

Room Type	Standard	Standard w/ accommodations	Non-Standard Roster	NAR***	State-Allowed (formerly MPO)
Description	No accommodations are used	Approved accommodations that can be used in a standard test room	Approved accommodations that need special timing considerations	Approved accommodations requiring special materials, supervision, or multiple day testing	Accommodations allowed by Maine that do not result in college-reportable score
Accommodation Examples (NOT EXHAUSTIVE)		14 point print Large-block answer sheet Wheelchair accessibility Magnifier	Extended breaks Extra breaks	50% Extended time w/essay 100% Extended time Breaks as needed Braille MP3 audio	ASL Interpreter EL Math Only EL Extended Time
Person Responsible	Test Center Supervisor	Test Center Supervisor	Test Center Supervisor	SSD Coordinator	SSD Coordinator
Test Date	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017
Make-up Test Date	April 25, 2017	April 25, 2017	April 25, 2017	Anytime in window: April 5-14, 2017	Anytime in window: April 5-14, 2017
Test Book Color	Purple	Purple	Pink	Blue	Lime

# Planning for Testing Rooms

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- ▶ Size of cohort testing and size of rooms used for testing determine number of rooms needed. Options include:
  - ▶ Larger spaces, such as auditoriums and gymnasiums
  - ▶ Smaller spaces, such as classrooms
- ▶ Location of testing rooms within the building
  - ▶ Separated from other classes/tests on different schedules or taking different assessments
  - ▶ Minimize noise and other disruptions when classes or other assessments break
  - ▶ Area where there will be minimal noise/distractions from outside the building
  - ▶ Access to restrooms

# Seating and Furniture Requirements

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- ▶ Use chairs with backs
- ▶ Face seats in the same direction
- ▶ Place chairs directly behind those in the preceding row

Separate each student by a minimum of four feet from right to left (measure from center of desk)

- ▶ Ensure unimpeded access to every student by staff



# Seating and Furniture Requirements

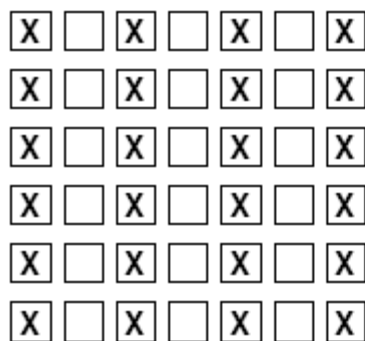
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- ▶ Seat only one student at a table measuring six feet in length or less.
- ▶ Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- ▶ Provide a large, smooth writing surface, preferably desks or tables.
- ▶ Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- ▶ Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

# Sample Seating Plans

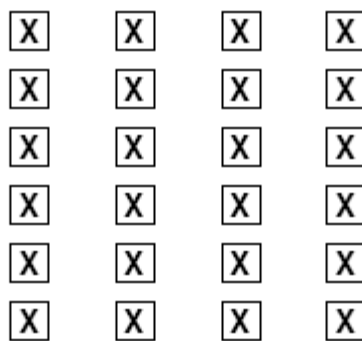
## SAMPLES OF APPROVED SEATING PLANS: X = ONE EXAMINEE

Plan IA: level seating



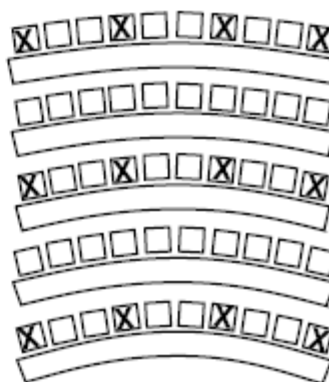
4'

Plan IB: level seating



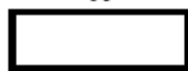
4'

Plan II: elevated seating



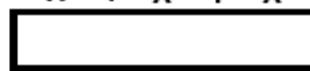
Plan III: tables

X



6' or less

X ← 4' → X ← 4' → X



More than 12'

# Planning for Staffing Needs

- + There should be a minimum of one Associate Supervisor (test administrator) for every 34 students.
- + For rooms with more than 34 students, assign additional proctors to help.
- + At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

## **Room Proctors Needed**

Apply the ratios listed here on a room-by-room basis.

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Proctors
<b>For a Single Standard Testing Room</b>	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
<b>For a Single Nonstandard Testing Room</b>	
1 – 10	0
More than 10	1

## **Hall Proctors Needed**

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

# Planning for Staffing Needs

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- ▶ How can different room configurations change staffing needs?
- ▶ Example: Your school is testing 100 grade 11 students for SAT School Day.
  - ▶ Room configuration option #1:
  - ▶ Using 4 classrooms of 25 students each.

## Test Center Supervisor

Associate  
Supervisor for  
Room #1

Associate  
Supervisor for  
Room #2

Associate  
Supervisor for  
Room #3

Associate  
Supervisor for  
Room #4

# Planning for Staffing Needs

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- ▶ How can different room configurations change staffing needs?
- ▶ Example: Your school is testing 100 grade 11 students for SAT School Day.
  - ▶ Room configuration option #2:
  - ▶ Using the gym to test all 100 students together.

Test Center Supervisor

Associate Supervisor

Proctor

Proctor

# Planning for Test Day

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## Other Considerations

- ▶ School schedules will require some adjustments
  - ▶ Lunch periods
    - ▶ Testing cannot be interrupted for lunch, so lunches must take place after testing is complete
  - ▶ Students may eat snacks during breaks
- ▶ Bell schedules
  - ▶ Bells must be silenced during test administration



# Accommodations

# SSD Coordinator

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- Schools will identify a primary **Services for Students with Disabilities (SSD) Coordinator** who is responsible for:
  - Being the school's liaison with the College Board's Services for Students with Disabilities office.
  - Submitting accommodation requests for students with demonstrated needs.
  - All aspects of testing at the school for students with accommodations who appear on the Non-standard Administration Roster (NAR).
  - Ensure all test day staff are appropriately trained to assist students



# Services for Students with Disabilities (SSD)

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The College Board is committed to making sure that students with disabilities can take the exams with the accommodations they need, and will **consider all requests** to ensure that we measure students' academic abilities, regardless of their disabilities.

- ▶ SSD reviews requests for accommodations for students with documented disabilities taking PSAT/NMSQT, SAT® and other CB assessments.
- ▶ Once approved for accommodations, with limited exceptions, student remains approved for all College Board tests.
- ▶ There is **no set “list”** of accommodations: We receive, and approve, requests for new types of accommodations on a regular basis.
- ▶ College Board requires that a student have a documented disability, however there are **no set documentation** requirements. We will review any documentation that is provided.
- ▶ Accommodations required for CB tests may differ from those needed in school
- ▶ We encourage schools to work with the parents – The request process is most efficient when the school submits a request online, has all available documentation, and when parents are aware of what accommodations are being requested.

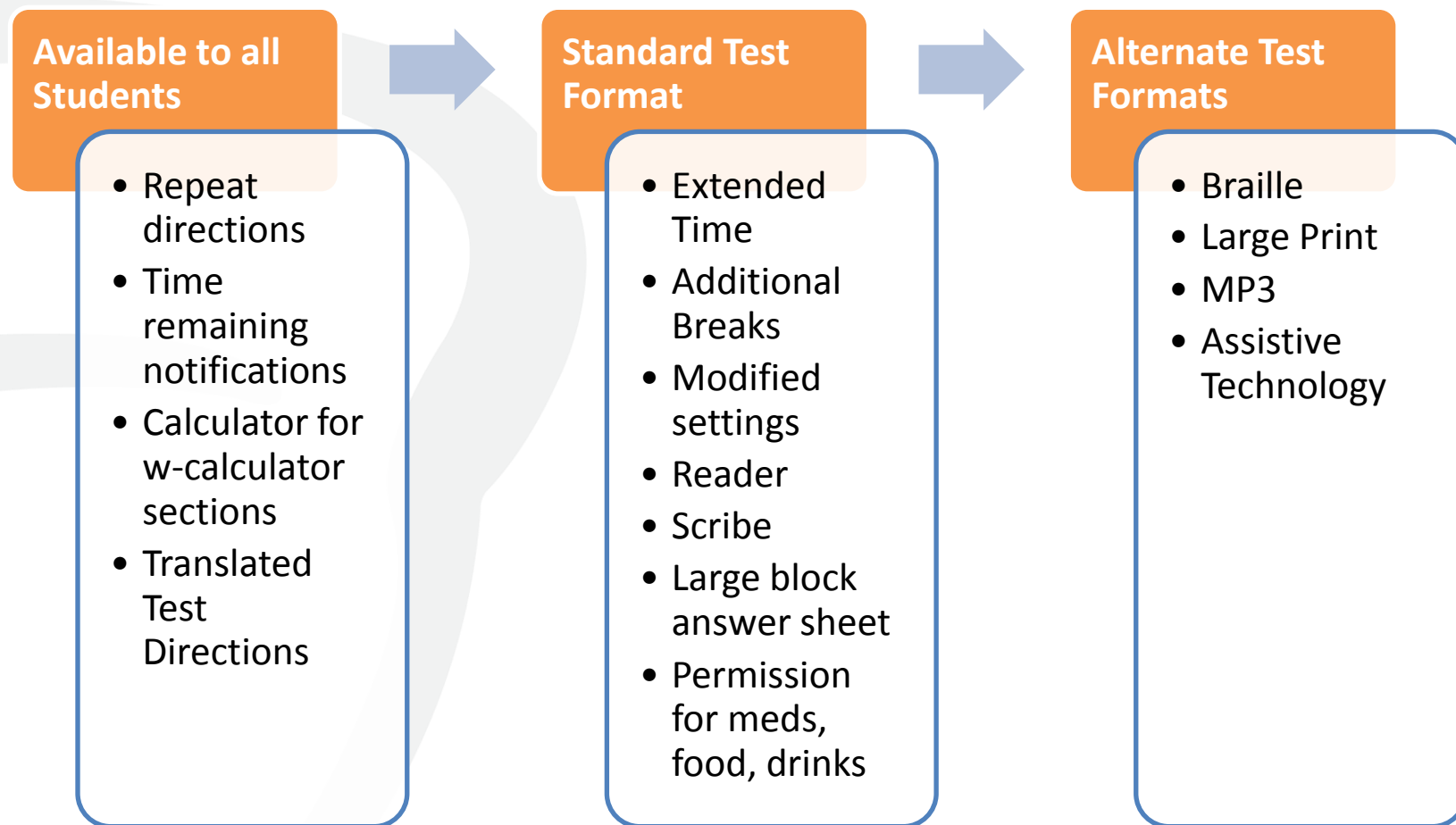
# Accommodations – New for April 2017

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- ▶ SSD Online system improvements released in October. Additional enhancements to the school verification process planned for January 2017.
- ▶ Testing window for students that appear on the NAR.
- ▶ New Braille Format – UEB format will be shipped with EBAE format
- ▶ Translated Test Directions for English Language Learners
  - ▶ Scores will be college and scholarship reportable
  - ▶ NO accommodation request required
  - ▶ Printed versions of the test directions will be downloadable for educators to distribute to students on test day as needed.
    - ▶ Arabic, Haitian-Creole, Mandarin, Portuguese, Polish, Russian, Spanish, and Vietnamese
  - ▶ Schools can also provide translated test directions with approved district/school translators for languages other than these 8 and will also be college reportable.

# Supports & Accommodations

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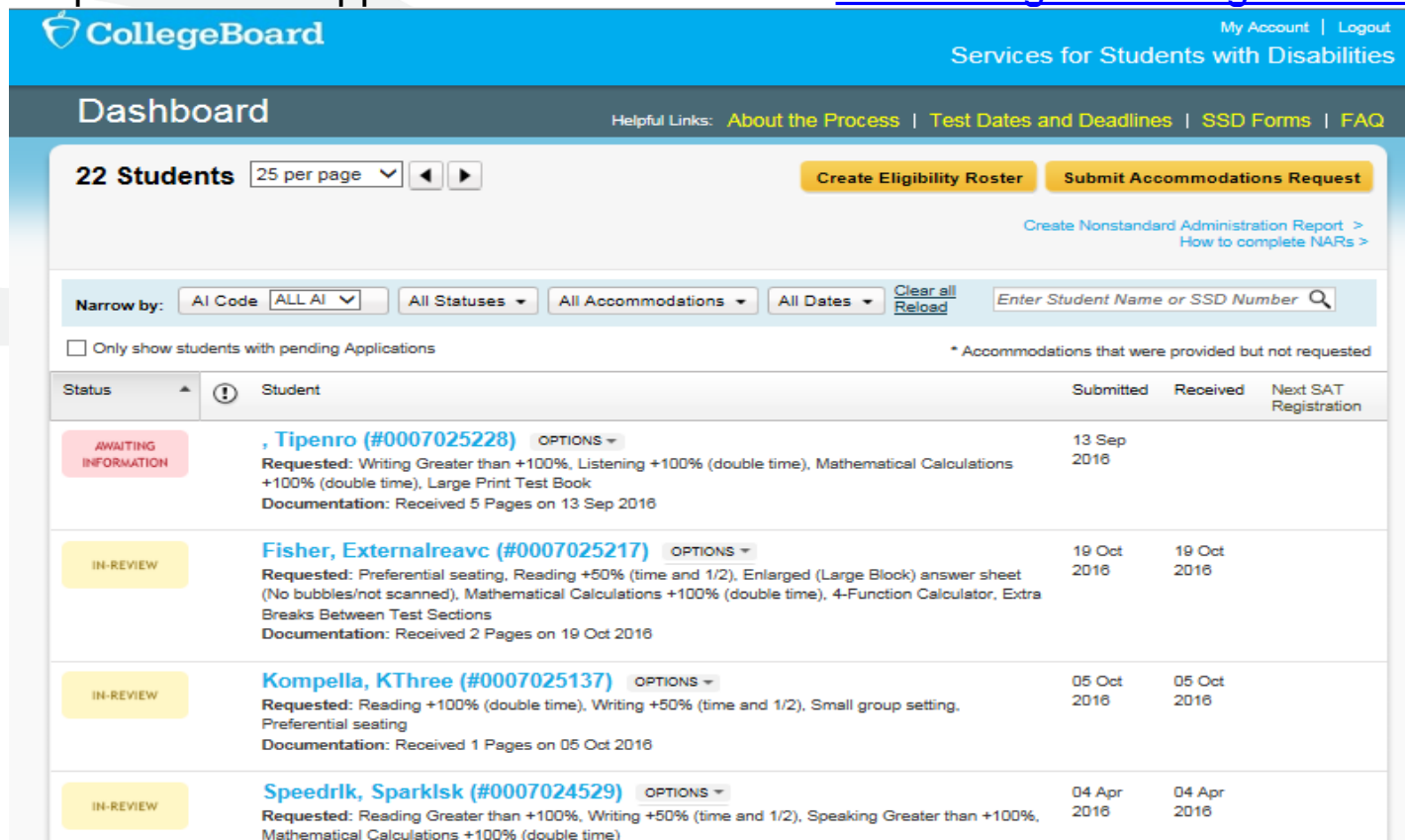
# Accessing SSD Online

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- ▶ SSD Coordinators from other College Board testing will already have access to SSD Online.
- ▶ Once any new SSD Coordinator(s) are identified they should request access to the SSD Online system.
- ▶ To access the system, the SSD Coordinator will need to:
  - ▶ Have a College Board Professional Account
  - ▶ Complete the SSD Coordinator Form, found on [www.collegeboard.org/ssd](http://www.collegeboard.org/ssd)
  - ▶ Receive an access code to link your SSD Online access to your College Board professional account (First time only). May take 1-2 days to receive the access code.
- ▶ A school may have multiple SSD Coordinators.

# What is the Application Process?

- **Online request process** - Log in at any time to see status of students' request or to print a list of approved students. Go to: [www.collegeboard.org/ssdonline](http://www.collegeboard.org/ssdonline)



The screenshot shows the CollegeBoard SSD Online Dashboard. At the top, there's a blue header with the CollegeBoard logo and navigation links: "My Account | Logout" and "Services for Students with Disabilities". Below this is a dark blue "Dashboard" bar with helpful links: "About the Process", "Test Dates and Deadlines", "SSD Forms", and "FAQ".

The main content area shows "22 Students" with a "25 per page" dropdown and navigation arrows. There are two yellow buttons: "Create Eligibility Roster" and "Submit Accommodations Request". A link "Create Nonstandard Administration Report > How to complete NARs >" is also present.

A "Narrow by:" section includes filters for "AI Code" (set to "ALL AI"), "All Statuses", "All Accommodations", and "All Dates", along with a "Clear all Reload" link and a search bar "Enter Student Name or SSD Number".

A checkbox "Only show students with pending Applications" is checked. A note states: "\* Accommodations that were provided but not requested".

The table below lists students with their status, name, ID, requested accommodations, documentation, and submission/receipt dates.

Status	Student	Submitted	Received	Next SAT Registration
AWAITING INFORMATION	<b>, Tipenro (#0007025228)</b> <small>OPTIONS</small> Requested: Writing Greater than +100%, Listening +100% (double time), Mathematical Calculations +100% (double time), Large Print Test Book Documentation: Received 5 Pages on 13 Sep 2016	13 Sep 2016		
IN-REVIEW	<b>Fisher, Externalreavc (#0007025217)</b> <small>OPTIONS</small> Requested: Preferential seating, Reading +50% (time and 1/2), Enlarged (Large Block) answer sheet (No bubbles/not scanned), Mathematical Calculations +100% (double time), 4-Function Calculator, Extra Breaks Between Test Sections Documentation: Received 2 Pages on 19 Oct 2016	19 Oct 2016	19 Oct 2016	
IN-REVIEW	<b>Kompella, KThree (#0007025137)</b> <small>OPTIONS</small> Requested: Reading +100% (double time), Writing +50% (time and 1/2), Small group setting, Preferential seating Documentation: Received 1 Pages on 05 Oct 2016	05 Oct 2016	05 Oct 2016	
IN-REVIEW	<b>Speedrik, Sparkisk (#0007024529)</b> <small>OPTIONS</small> Requested: Reading Greater than +100%, Writing +50% (time and 1/2), Speaking Greater than +100%, Mathematical Calculations +100% (double time)	04 Apr 2016	04 Apr 2016	

# What is the Application Process?

1. Print a **parental consent** form and have the parent sign it
2. Go to SSD **Online** (CB Professional account **required**)
3. **Enter** basic student information

The screenshot shows the 'Before You Begin' section of the CollegeBoard SSD Online application. It includes a heading '1. Parent/Guardian Consent.' followed by a paragraph explaining the need for consent for students under 18. A link is provided to download a printable form. Below this is a heading '2. Documentation of the student's disability and need for accommodations.' followed by a paragraph explaining the documentation requirements.

**CollegeBoard** My Account  
Services for Students with Disabilities

## Before You Begin

### 1. Parent/Guardian Consent.

Before submitting a request for accommodations for College Board tests, schools should have parent/guardian consent to share student information for students under 18 and to request accommodations. If you do not have parent/guardian approval through the student's IEP, 504 or other school documentation, then a consent form must be signed and kept on file. The school should maintain the completed, signed form with the student's records. The signed form does not need to be sent to the College Board. If the student is 18 or over, the student may grant consent to share student information with the College Board.

[Click here for a printable parent/student agreement form.](#)

### 2. Documentation of the student's disability and need for accommodations.

In order to receive accommodations on College Board tests, a student should have documentation of a disability and need for accommodations. You will be asked about the student's documentation during the online process.

The screenshot shows the 'Student Information' form in the CollegeBoard SSD Online application. It includes sections for 'Basic Information' and 'Mailing Address'. The 'Basic Information' section contains fields for First Name, Middle Initial (optional), Last Name, Email (optional), Date of Birth, Expected High School Graduation Date, Gender, Soc Sec # (optional), and Current School. The 'Mailing Address' section contains radio buttons for USA/Outside USA, fields for Street1, Street2, City, State (dropdown), Zip/Post Code, and Home Phone. At the bottom, there is a 'Next Intended College Board Test' section with a dropdown for the test and a date field. The form has 'Cancel', 'Save & Exit', and 'Save & Continue' buttons at the bottom.

**CollegeBoard** My Account | Logout  
Services for Students with Disabilities

STUDENT DETAILS > DISABILITY > ACCOMMODATIONS > DOCUMENTATION

## Student Information

[Click here if you need to print out the Student Information form to be completed by a Student or Parent.](#)

*All fields are required, unless indicated*

### Basic Information

First Name:

\* Middle Initial:  \* optional

Last Name:

\* Email:  \* optional

Date of Birth:  /  /

Expected High School Graduation Date:  /

Gender: ☐ Male ☐ Female

\* Soc Sec #:  -  -  \* optional

Current School:

### Mailing Address

☒ USA, including its territories & Puerto Rico  
☐ Outside of USA

Street1:

Street2:

City:

State:  Zip / Post Code:

Home Phone:  (example 2221115555)

### Next Intended College Board Test

Test:

Date:  /

# What is the Application Process?

4. **Answer questions** about student's disability and confirm.

CollegeBoard Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

### Confirm Selected Disabilities

You selected the following disabilities. Please confirm your selection and indicate the time period first occurred.

Disability	Time Period First Occurred
Attention-Deficit/Hyperactivity Disorder, Combined Type	<input checked="" type="radio"/> Within the past 4 school months <input type="radio"/> Longer than 4 school months
Generalized Anxiety Disorder	<input checked="" type="radio"/> Within the past 4 school months <input type="radio"/> Longer than 4 school months

Select Another Disability

Cancel Save

CollegeBoard Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

### Student Disability

Please indicate the student's diagnosed disability. Check all that apply. You may view disabilities by category or alphabetically. If the student's disability is not listed, use "Other".

By Category Alphabetical Listing [Click to view Disability Documentation Guidelines](#)

Selected Disabilities: Attention-Deficit/Hyperactivity Disorder, Combined Type; Generalized Anxiety Disorder

Expand All Sections | Collapse All Sections

- ▶ Learning Disorder
- ▼ AD/HD (1 selected)
  - ☒ Attention-Deficit/Hyperactivity Disorder, Combined Type
  - ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type (ADD)
  - ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Impulsive/Hyperactive Type
- ▶ Hearing
- ▶ Autism Spectrum Disorders
- ▶ Visual
- ▶ Physical/Medical
- ▶ Communication Disorder/Speech and Language
- ▶ Intellectual Disability
- ▼ Psychiatric (1 selected)
  - ☒ Generalized Anxiety Disorder
  - ☐ Panic Disorder
  - ☐ Post-Traumatic Stress Disorder
  - ☐ Depression/Depressive Disorder
  - ☐ Bipolar Disorder

# What is the Application Process?

## 5. Answer questions about requested accommodations.

CollegeBoard Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS

### Select Accommodations

Please indicate the accommodations that the student needs for College Board tests. Do not select accommodations that the student uses in school if they are not needed for College Board tests.

**Selected Accommodation:** (none)

[Expand All Sections](#) | [Collapse All Sections](#) [Click to view Accommodation Details](#)

- Extended Time
- Reading / Seeing Text
- Recording Answers
- Extra / Extended Breaks
- Modified Setting
- Other
- Use this section to add any additional comments regarding Accommodations

[Cancel](#) [Save & Continue](#)

CollegeBoard Services for Students with Disabilities

My Account | Logout

Student Details Disability Accommodations Documentation

### Student Accommodations

Please select only the accommodations that you are requesting on College Board tests, rather than all the accommodations that the student currently gets at the school.

**Selected Accommodation:** Reading Extra Time: +50%; Written Language Expression: +50%; Extra Breaks

[Expand All Sections](#) | [Collapse All Sections](#) [Click to view Accommodation Details](#)

**Extended Time (2 selected)**

Indicate the amount of extended time requested for each test or section type. If you are not requesting extended time for a particular test type, leave that section blank.

Test Section	+50% (time & 1/2)	+100% (double time)	Greater than +100%
Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Language Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening (Foreign language and music test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking (Foreign language test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Extra / Extended Breaks (1 selected)**

- ☒ Extra Breaks
- ☐ Extended Breaks
- ☐ Breaks As Needed [Why Can't I Select this?](#)



# What is the Application Process?

6. **Answer questions** about the student's plan and documentation.

**CollegeBoard** Services for Students with Disabilities

My Account | Logout

STUDENT DETAILS > DISABILITY > ACCOMMODATIONS > DOCUMENTATION

## Documentation

In order to be eligible for accommodations on College Board tests, a student must have a disability and need for accommodations. Documentation requirements may vary depending on the specific disability and requested accommodations. In some cases, you will need to send documentation to the College Board for review. Your answers to the following questions will help us to determine the most helpful for this student, and whether the documentation needs to be reviewed by the College Board.

### Evaluation Testing Verification

Please indicate if your school records contain one or more of the following tests/evaluations. Requests for verification of documentation will differ depending on the student's disability and requested accommodations. In some cases, the tests/evaluations listed below may provide similar information, but not all tests/evaluations listed may be needed. See [Documentation guidelines](#).

1 Was a **Psychiatric Evaluation** conducted?

☐ Yes, a test was conducted

☒ No, a test has not been conducted (Documentation may be required)

2 Was a **Psychiatric Update** conducted within the last 12 months?

☐ Yes, a test was conducted

☒ No, a test has not been conducted (Documentation may be required)

## School Plan

Does the student currently have a formal education plan in place that was approved by the school, such as an IEP, 504 Plan, or other formal written plan?

☒ Yes, a current formal education plan is approved for the student.

Please indicate the type of program:

Please provide your best estimate of the date that the INITIAL (first ever) plan went into effect for the student, **EVEN IF AT ANOTHER SCHOOL**. (NOTE: Estimate the approximate date of the student's FIRST plan, NOT current plan. For example, if this is the student's triennial evaluation, the student has had the plan in place for approximately 3 years. If this is a new student at your school, but the student had an IEP or 504 plan at the previous school, use the date of the prior school's plan).

☐ I know the specific date:  /

☐ I am not sure of the date, but it was within the last 4 school months - Documentation Required

☐ I don't know / remember the specific date, or it was more than 4 school months ago

☐ No, a current formal education plan is not currently approved for the student (Documentation required).

Cancel Save & Exit Save & Continue

# What is the Application Process?

7. Many requests will be approved automatically through our school-verification system. Based on the information provided by the SSD Coordinator, the system will identify “No Documentation is Required”.

**CollegeBoard** My Account | Logout  
Services for Students with Disabilities

## Your Accommodation Request Is Ready to Submit

In order for us to determine if the requested accommodations are appropriate, you will need to provide documentation of the student's disability and need for accommodations. Based on the student's disability and requested accommodations, the documentation listed below will best assist in determining whether the student is eligible for the requested accommodations. This is not an exclusive list. Please send any additional documentation that you believe will assist us in determining the student's need for accommodations.

### Requested Documentation

No Documentation is Required

### Student Information

Please confirm the information below and make any changes prior to your final submission. When you are ready click the Submit button at the bottom of the page.

<b>BASIC INFORMATION</b> Name: <b>John Doe</b> Date of Birth: <b>Jan 1, 1997</b> Expected High School Graduation Date: <b>Jun, 2016</b> Gender: <b>Male</b>	<b>MAILING ADDRESS</b> <b>1425 Lower Ferry Rd</b> <b>Ewing, NJ 08618, US</b> Home Phone: <b>(222)111-5555</b> Email:	<b>SCHOOL INFORMATION</b> High School Code: <b>311262</b> High School Name: <b>ETS HIGH SCHOOL/MARGO MERIWETHER</b>
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**SCHOOL ADDRESS**  
Rosedale Road  
Princeton, NJ 08541, US

Edit

### Selected Disability

Disorder of Written Expression, Central Auditory Processing, Convergence Insufficiency

Edit

### Selected Accommodation

Extra / Extended Breaks: **Extra Breaks Between Test Sections**

Edit

# What is the Application Process?

8. In some cases, you may be prompted to provide **additional documentation**.

9. The system will request documentation and provide examples of the types of documentation that is helpful. The documentation suggested is based on the type of disability and accommodation being requested.

CollegeBoard

My Account | Logout

Services for Students with Disabilities

### Your Accommodation Request Is Ready to Submit

DOCUMENTATION NEEDED. In order for us to determine if the requested accommodations are appropriate, you will need to fax, mail or upload documentation of the student's need for accommodations. Documentation should demonstrate the student's disability, impact of the disability on College Board tests, and need for the specific accommodations that are requested. Based on the student's disability and requested accommodations, the documentation listed below is recommended. We recognize that you may have other forms of documentation that may also be helpful. If you do not have the documentation that is suggested, or if you have other documentation that you believe will assist us in determining the student's need for accommodations, other types of documentation may be substituted or added. Please see [collegeboard.org/ssd](http://collegeboard.org/ssd) for additional information regarding documentation.

#### Recommended Documentation (Please read above, not all examples noted are required.)

- Cognitive Ability** (Commonly used tests that measure cognitive abilities)

Cognitive ability tests should be comprehensive, individually administered, standardized and norm-referenced assessments of general intellectual ability as well as specific cognitive domains or processes. They measure abilities such as abstract reasoning, visual processing, general knowledge, memory and attention, information processing, and processing speed. Abbreviated or brief measures (i.e., WABSI, KBIT-2, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate cognitive ability. Please provide scaled and/or standard scores for each administered subtest, composite/cluster scores, and an overall measure of general intellectual ability.

Why is this recommended?
- Academic Achievement** (Commonly used tests that measure academic achievement)

Achievement tests should be individually administered, nationally-normed, comprehensive assessments of academic achievement. They measure academic functioning in areas such as reading, math and written expression. Abbreviated academic measures (i.e., VRAT-4, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate a disability. Please provide standard scores for all academic subtests, as well as the written report. Age or grade equivalents, ranges, percentiles or RPI scores are not sufficient.

Why is this recommended?
- Psychiatric Evaluation**

For psychiatric disabilities, documentation should show that a comprehensive assessment was conducted to arrive at the diagnosis and to determine the need for the requested accommodation(s). Documentation should include a history, the nature and severity of symptoms, summary of assessment procedures and evaluation instruments used to make the diagnosis, a narrative summary of the evaluation results, treatment and medication (past and current) as well as a rationale for each accommodation recommended by the evaluator. A qualitative description of how your disability impacts your academic functioning, specifically its functional impact on your ability to take College Board tests, should be included. In most cases, a medical note is not sufficient and cannot serve as a substitute for the comprehensive testing.

Why is this recommended?
- Psychiatric Update within one year**

For psychiatric disabilities, an annual evaluation update should be done within 12 months of the request for accommodations, describing the current manifestation of your disability and the effect that it has on your academic functioning and ability to participate in standardized tests.

Why is this recommended?
- Teacher Observations**

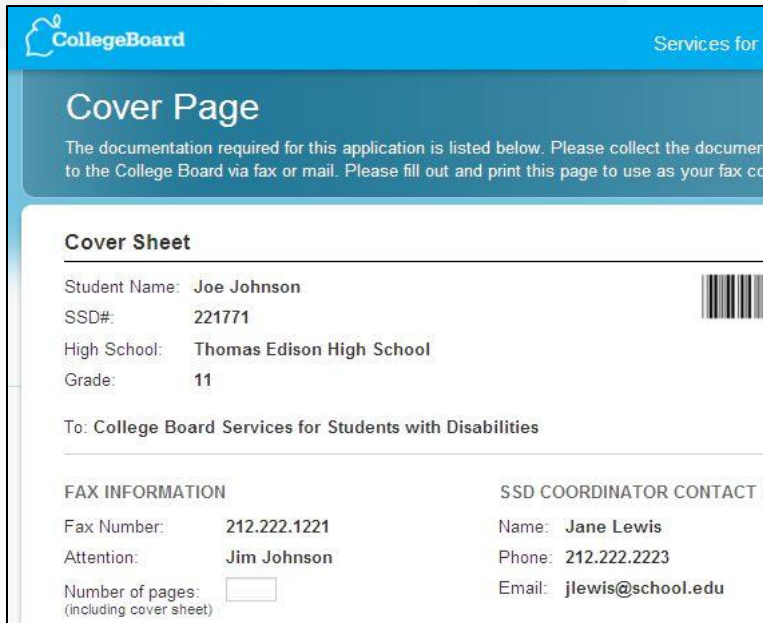
Teacher observations regarding the impact of the student's disability in school and the student's use of accommodations for school-based tests (Teacher survey form may be used)

Why is this recommended?

Print Documentation Checklist

# What is the Application Process?

11. **Submit** documentation  
(upload to SSD Online,  
fax, or mail) when required
12. Receive e-mail **notification**  
that decision has been made;  
log in to view decision letter



CollegeBoard Services for Students with Disabilities

## Cover Page

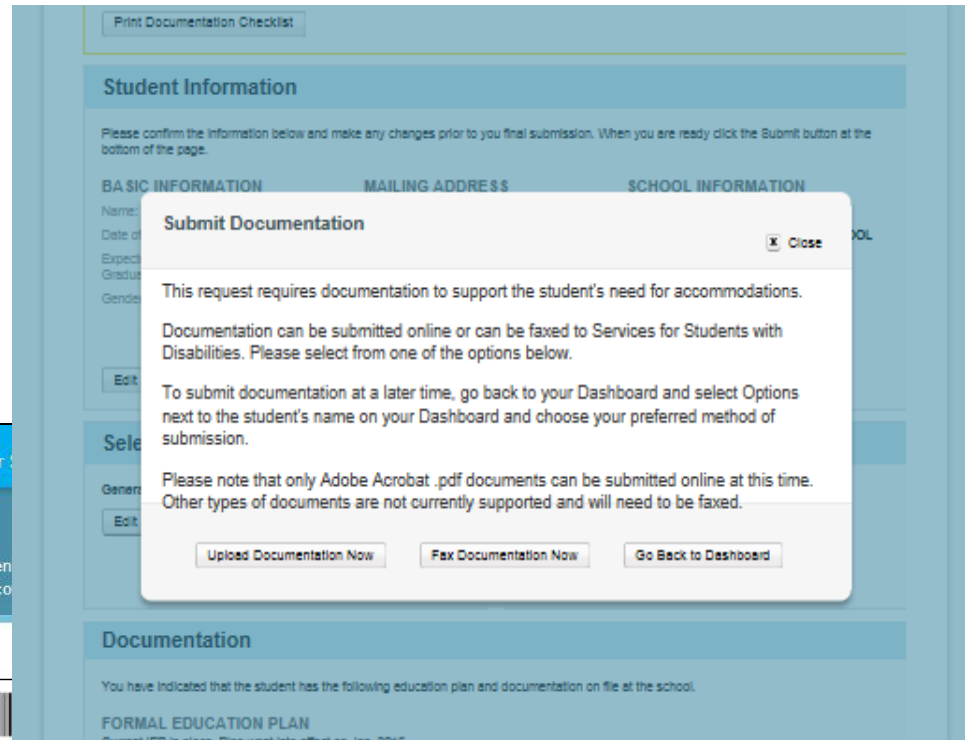
The documentation required for this application is listed below. Please collect the documents to the College Board via fax or mail. Please fill out and print this page to use as your fax cover sheet.

### Cover Sheet

Student Name: Joe Johnson  
SSD#: 221771  
High School: Thomas Edison High School  
Grade: 11

To: College Board Services for Students with Disabilities

FAX INFORMATION	SSD COORDINATOR CONTACT INFO:
Fax Number: 212.222.1221	Name: Jane Lewis
Attention: Jim Johnson	Phone: 212.222.2223
Number of pages: <input type="text"/> (including cover sheet)	Email: jlewis@school.edu



Print Documentation Checklist

### Student Information

Please confirm the information below and make any changes prior to your final submission. When you are ready click the Submit button at the bottom of the page.

BASIC INFORMATION MAILING ADDRESS SCHOOL INFORMATION

Name: [text]  
Date of Birth: [text]  
Expected Graduation Year: [text]  
Gender: [text]

### Submit Documentation

This request requires documentation to support the student's need for accommodations. Documentation can be submitted online or can be faxed to Services for Students with Disabilities. Please select from one of the options below.

To submit documentation at a later time, go back to your Dashboard and select Options next to the student's name on your Dashboard and choose your preferred method of submission.

Please note that only Adobe Acrobat .pdf documents can be submitted online at this time. Other types of documents are not currently supported and will need to be faxed.

[Upload Documentation Now](#) [Fax Documentation Now](#) [Go Back to Dashboard](#)

### Documentation

You have indicated that the student has the following education plan and documentation on file at the school.

#### FORMAL EDUCATION PLAN

Current IEP in place. Plan went into effect on Jan. 2016.

# Accommodations – Changes to Previously Submitted Requests

- + Reopen the request
  - + From the Dashboard, locate the student
  - + Select “options;”
  - + Click “Change Request;”


Status	Student
DECIDED	<b>Xerox, Fourtest (#0007554601)</b> OPTIONS <b>NOT Approved</b> Documentation: Received 2 Pages on 05 Aug 2015
DECIDED	<b>Ssdprodtestb, Studentb (#0007000002)</b> OPTIONS <b>Approved:</b> Writing +50% (time and 1/2), Reading +50% (time and 1/2) Documentation: Received 2 Pages on 31 Jul 2015

View Decision Letter  
[Create change Request](#)  
Resubmit Request



# Accommodations – Changes to Previously Submitted Requests

- + Print, complete, and fax in the change request form to College Board's secure electronic document system.
- + The status of the request will change to Document Review and once approved, the SSD Online Dashboard will reflect the approval status.

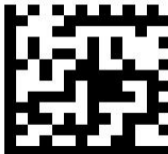
  
Insert this end into fax machine  
Please ensure all attached pages are facing in the same direction

---

**Cover Sheet**  
Use this page as your submission cover sheet.  
**PLEASE DO NOT ATTACH AN ADDITIONAL COVER SHEET TO THIS DOCUMENT WHEN FAXING.**

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Student Name: **Emily Breen**  
SSD#: **0007546816**  
High School: **ETS HIGH SCHOOL/MARGO MERIWETHER**  
Grade: **11th Grade**

R0007546816  


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To: **College Board Services for Students with Disabilities**

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**FAX INFORMATION**  
Fax Number: **(866) 360-0114**  
Attention: **College Board Services for Students with Disabilities**  
Number of pages:   
(including cover sheet)

**SSD COORDINATOR CONTACT INFO:**  
Name: **Mithun Roy**  
Phone:  
Email: **mithun.roy026@gmail.com**  
Fax:

---

**SELECT REQUEST OPTION(S):**  
☐ **Resubmission of Previously Denied Request**  
☐ **Request to Add or Remove Accommodations from Approved Request**

---

**COMPLETE THIS SECTION FOR RESUBMISSION OF PREVIOUSLY DENIED REQUEST**  
Please check any previously denied accommodations that you wish to have re-reviewed:  
**EXTRA / EXTENDED BREAKS**  
☐ **Permission to Test Blood Sugar**

# Documentation Guidelines

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- ▶ Documentation recommendations **vary** depending on the disability and the accommodation requested.
- ▶ Documentation should provide **evidence** of the following:
  - ▶ The disability
  - ▶ The degree to which the student's activities are affected (functional limitation)
  - ▶ The need for the specific accommodation requested
- ▶ Documentation that includes the following is **most helpful** in the review process:
  - ▶ State the specific disability as diagnosed
  - ▶ Be current (varies based on disability/documentation)
  - ▶ Provide relevant educational, developmental and medical history
  - ▶ Describe the comprehensive testing techniques
  - ▶ Describe the functional limitations
  - ▶ Describe the specific accommodations
  - ▶ Establish the professional credentials of the evaluator
- ▶ Send documentation that was used to make the determination even if out of date with any current information about the student. Please note that schools are not required to have students retested to support any documentation request.

# Documentation of Disabilities

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- ▶ Documentation for **Learning Disabilities/ADHD**
  - ▶ Most helpful:
    - ▶ Scores from **nationally-normed, individually administered** testing and report from psycho-educational evaluation should be included.
    - ▶ Include the student's standard or scaled scores (Age/grade equivalents and/or percentiles are not sufficient), as well as full report.
    - ▶ WRAT, Nelson-Denny, WASI and/or KBIT alone are not sufficient, without other documentation
    - ▶ College Board does not require a specific test



# Documentation of Disabilities

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## ▶ Documentation for **Physical/Medical Disabilities**

- ▶ A summary of assessment procedures and evaluation instruments used to make the diagnosis
- ▶ A narrative summary of the evaluation results, and
- ▶ A rationale for each accommodation recommended by the evaluator.
- ▶ Temporary medical conditions are not disabilities and have a separate process. See [website](#) for details.

## ▶ Documentation for **Visual Disabilities**

- ▶ Include the student's visual measurements and results from the most recent eye examination
- ▶ If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements should be included. Justification for the request of any or all accommodations should be provided.

## ▶ Documentation of **Psychiatric Disorders**

- ▶ Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.
- ▶ Include frequency, duration and intensity of symptoms

# Documentation of Accommodations

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- ▶ Extended time
  - ▶ Documentation that *time* is an issue
  - ▶ Keep in mind: No self-pacing – consider other accommodations
  
- ▶ Computer
  - ▶ Documentation of an impact on written expression skills
  - ▶ Where an applicant requests a computer because of dysgraphia, the student should include documentation of a fine motor problem and an academic test of written language
  - ▶ Keep in mind: Computer is generally available for essays only; all special equipment must be requested
  
- ▶ Four-function calculator (for non-calculator sections)
  - ▶ Documentation on an impact on math calculation
  - ▶ For non-calculator sections, only basic, four-function calculator would be approved (no scientific or graphing calculator)

# What if Documentation is Not Available?

The College Board documentation guidelines are recommendations for the documentation we find most helpful, however we understand that the requested documentation may not be available. In those cases, alternate documentation such as the following can be provided:

- ▶ Detailed description of the process used to determine that accommodations are needed, including all assessment tools used by the school to determine the nature and scope of disability
- ▶ Supporting documentation that demonstrates the student's disability, describes its impact on the student's activities, and supports the need for the requested accommodation
- ▶ Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities
- ▶ Other information such as teacher surveys, detailed performance reports, writing samples, etc.

The image shows a 'Teacher Survey' form from the College Board, specifically for 'Services for Students with Disabilities'. The form includes fields for 'Student Name', 'Return To', 'Teacher Name', and 'Subject/Class'. Below these fields is a section titled 'To the teacher:' which states that the student named above has requested testing accommodations for College Board tests and that the teacher's input is valuable. The form then contains four numbered questions: 1. 'How long has the student been in your class?' with a text box. 2. 'OBSERVATION: Briefly describe your observations of the student's disability and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.' with a large text box. 3. 'ACCOMMODATIONS USED: What specific accommodations are used by the student during classroom testing? Please indicate which of these accommodations are used on a consistent basis.' with a large text box. 4. 'EXTENDED TIME USED: If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)' with two sub-questions: 'a. Multiple-choice test items:' and 'b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type):', each followed by a text box.

CollegeBoard  
Services for Students with Disabilities

**Teacher Survey**

Student Name: \_\_\_\_\_ Return To: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Subject/Class: \_\_\_\_\_

**To the teacher:** The student named above has requested testing accommodations for College Board tests. Your detailed input regarding his/her needs on classroom tests is valuable in our decision making process.

1. How long has the student been in your class? \_\_\_\_\_

2. **OBSERVATION:** Briefly describe your observations of the student's disability and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.

3. **ACCOMMODATIONS USED:** What specific accommodations are used by the student during classroom testing? Please indicate which of these accommodations are used on a consistent basis.

4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)

a. Multiple-choice test items: \_\_\_\_\_

b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type): \_\_\_\_\_

# Common Reasons Why Applications are Not Approved

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- ▶ Insufficient documentation
- ▶ Documentation not current
- ▶ Requesting inappropriate accommodations (e.g., extended time versus extra breaks)
- ▶ No diagnosed disability
- ▶ No functional impact
- ▶ Accommodation interferes with test validity

***Any application can be resubmitted with additional documentation for consideration even if after the deadline. College Board will review submissions to work on approvals for the make-up test day.***

# Special Cases

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- ▶ Changes in accommodations
  - ▶ If a student's accommodation needs to be changed, the SSD Coordinator can use SSD Online to request the change.
- ▶ Students who transfer
  - ▶ If a student had previously been approved for accommodations by the College Board while at his or her old school, the SSD Coordinator can use SSD Online to move the student to his or her dashboard. There is no need to reapply for accommodations unless there is a change in need. We encourage communications between schools/districts to confirm status.



# Using the Rosters

# Login

- There is only one user provided access. It will be the Test Center Supervisor provided to Maine DOE during setup.
- Rosters will be updated as student registrations change. You can expect updates after the initial roster after 3/17/17 and 4/15/17.
- There will be only one roster for initial and makeup testing.
- After initial testing, the Supervisor will need to maintain a copy to track students who will need to test on the makeup date.

The screenshot shows the ETS Test Center Supervisor login interface. At the top right, there are links for 'SIGN IN' and 'CONTACT'. The main heading is 'FOR TEST CENTER SUPERVISORS'. Below this, the section is titled 'Sign Into Your Account'. There are two main sections: 'Returning User' and 'New User'. The 'Returning User' section has fields for 'User Name' and 'Password', each with a 'Forgot' link. Below these fields is a checkbox for agreeing to terms and a 'Sign In' button. The 'New User' section lists four options: 'Submit Voucher online', 'Add new staff online', 'Access training material and updates', and 'Submit Test Center Master Form (Test Center Supervisors only)'. A 'Sign Up' button is located at the bottom of this section. At the bottom of the page, there are five small circles, with the first one being blue.

**ETS Test Center Supervisor**

**FOR TEST CENTER SUPERVISORS**

**Sign Into Your Account**

**Returning User**

User Name:  [Forgot User Name](#)

Password:  [Forgot Password](#)

☐ I agree that I will only use the Supervisor's Website for the explicit purpose of submitting legitimate honoraria and legitimate expense reimbursement information for a test that was administered and supervised by me. I agree that I am solely responsible for any breach of my obligations listed above and for the consequences of any such breach. I agree and understand that I am responsible for maintaining the confidentiality of the information in my account when accessing the Supervisor's Website.

Failure to adhere to these guidelines or submission of false or fraudulent information for honoraria and expense reimbursement may cause ETS to cease to use my services, revoke access to my account and take all appropriate legal steps against me.

**Sign In**

**New User**

- Submit Voucher online
- Add new staff online
- Access training material and updates
- Submit comment form online
- Submit Test Center Master Form (Test Center Supervisors only)

**Sign Up**

# Access Attendance Rosters

## SAT Online Roster Options Menu

### Important Message

It may take over a minute to process the attendance roster information for larger test centers.

Please click on the SUBMIT button only one time. Clicking on the SUBMIT button more than once may delay the processing of your attendance roster.

The roster will truncate Last and First names that are longer than 15 and 12 characters, respectively. Match all the displayed characters on the roster to the admission ticket and photo ID.

Please select an option to proceed:

- ☐ Test Center Information
- ☒ Attendance Rosters
- ☐ Center Summary



[Check another Test Center/Admin Date](#)

[Submit](#)



# Supervisor Roster – Attendance Roster

(Purple Books)

Used on test day to take attendance for the test.

**NOTE:** Test takers within the same **Group Type** must be tested in the same room(s). Test takers from different **Group Types** must not be seated in the same room, unless specifically noted. If a test taker chooses to opt in or out of the essay at check in, please indicate by making an X in the "Opt Into Essay / Opt Out Of Essay" column.



	Student's Name			Registr ation Numbe r	P- Presen t/ A- Absent / X-No Entry	Date Of Birth	S e x	Photo Requi red	Age 21 and Over	Verif y ID	Verif y Adm in Tick et	High Scho ol Code	Opt Out Of Essay
	Last	First	M. I.										
1 *	COHEN	SAYAK		00428 32848		05/11/ 2001	M	N	N			0000 03	
2 *	HULETT	NICHOLA S	H	00428 32844		10/02/ 1999	M	N	N			1444 30	

# Supervisor Roster – Non Standard Accommodations

(Pink Books)

- Students with non-standard accommodations will display on roster with an indicator of the accommodation code.

	Student's Name			Registr ation Numbe r	P- Prese nt/ A- Absen t/ X-No Entry	Date Of Birth	S e x	Phot o Requ ired	Age 21 and Ove r	Veri fy ID	Veri fy Ad min Tick et	High Scho ol Code	Opt Into Essa y
	Last	First	M. I.										
1 E T	JAMEL Has accommodations: 016, 018	KHAN		00428 34802		06/02/ 1997	F	N	N			4710 65	
2 E T	NEMO Has accommodations: 016, 018	SER		00428 34795		11/03/ 1996	F	Y	N			4710 65	

# Supervisor Roster – Decoding Non-Standard Accommodations

056 Other assistance – SSD staff will confirm

066 Auditory amplification

Students with any of these accommodations must be tested in the nonstandard testing room.  
Extended-time accommodations are applied depending on the test taken.

**Code Accommodation**

039 Extended breaks

040 Extra breaks

068 Permission to test blood sugar

069 Small group setting

**Code Extended Time Accommodation**

016 50% Reading extended testing time

017 50% Writing extended testing time

Extended

SAT

Extended

Extended

(Group Type: T8)

ET = 50% extended time

**NOTE:** Test takers within the same Group Type must be tested in the same room(s). Test takers from different Group Types must not be seated in the same room, unless specifically noted. If a test taker chooses to opt in or out of the essay at check in, please indicate by making an X in the "Opt Into Essay / Opt Out Of Essay" column.

	Student's Name			Registr ation Number	P- Prese nt/ A- Absent / X-No Entry	Date Of Birth	S e x	Photo Requi red	Age 21 and Over	Verif y ID	Verif y Admi n Tick et	High Scho ol Code	Opt Into Essay
	Last	First	M.I.										
1 ET	SNOWDEN	RICHARD		004283 4497		05/13/ 1997	M	N	N			4721 10	
	Has accommodations; ET=MATH ONLY 039, 018												
	time Extended time for all tests												

Note – some students may receive extended time on the entire test or, on specific sections. The roster and decoder will indicate this



# Rosters for SSD Coordinators

- SSD Coordinators are responsible for testing students with school-based accommodations.
- A Non Standard Administration Roster (NAR) is available for download on SSD Online.
  - Students appearing on this roster will be tested in either the cyan room(s) for college-reportable or the lime room(s) for non-college reportable.
  - The roster provides the approved accommodations for each student.
  - SSD Coordinators will be asked to complete attendance information for each tester and return with their testing materials.

**Rosenberg, Allyson (#0007156089)**

DOB: November 22, 1995 Gender: Female

Test Administration Start Date: \_\_\_\_\_

☐ Check here if student was absent

Test Administration End Date: \_\_\_\_\_

# NAR Roster – Non-Standard Accommodations

## SAT Specific Test Date – School Day Test Version

SAT Specific Test Date – School Day Test Version (Summary Roster)

### 2012 SAT® Nonstandard Administration Report

Date Generated: **Mar 8, 2012**

School Code: **342027**

School Name: **FIRST FLIGHT HIGH SCHOOL  
100 Veteran Drive, Kill Devil Hills, NC 27948, US**

Test Date: **Mar 10, 2012**

The following is a summary roster of students testing with College Board approved accommodations. Detailed Nonstandard Administration Reports for each student are available in the following pages. and listed in the same order as in the tables below.

- The students listed below are grouped by the test type for which they are registered (SAT test and SAT with Essay test and their approved accommodations are indicated. On test day students taking different types of tests (SAT test and SAT with Essay test) must test in separate rooms.
- Additionally, students whose accommodations require different testing schedule (e.g. extended time vs extra breaks vs standard timing) should test in separate rooms to minimize distractions during testing.

#### SAT

LAST NAME	FIRST NAME	SSD#	Accommodations
CONNELLY	KATY	#0004118359	
FERRELL	GABRIELLA	#0007156089	
GUY	FIERY	#0007156098	

# Viewing all Registered Students

- Use the College Board Report Portal
- Run the Roster Report

The screenshot displays the CollegeBoard Assessment Reporting interface. At the top, a blue header bar contains the CollegeBoard logo and the text "Assessment Reporting". Below this, a white bar features a "Reports Center" link. A dark gray navigation bar includes a hamburger menu icon, the text "Reports", and a vertical separator followed by "NAPA". The main content area has a light gray background. It begins with a "SELECT" label followed by five buttons: "Summary", "PSAT 8/9", "PSAT 10", "PSAT/NMSQT", and "Roster". The "Roster" button is highlighted in blue. Below these buttons is a white box labeled "SAT". Underneath, the "ACADEMIC YEAR" is displayed next to a dropdown menu showing "Sep 2016 - Aug 2017". At the bottom, there are two buttons: "Run" (highlighted in blue) and "Cancel".

# Roster Report

- Review Students Registered by Test Date

CollegeBoard
Assessment Reporting
John Smith

Reports Center
Download Center
HELP

Reports
New York City Department of Education / Fordham High School for the Arts
List: All Students (182)
SEARCH

[Back to Summary](#)

Report Updated Dec. 5, 2015 | 25200 Test Takers

## SAT Spring 2016 Roster Report Details

Roster Report Filters

<input type="checkbox"/> Student Name	Student ID	Grade	Access Code	Total Score	ERW
All					
<input type="checkbox"/> Antun, Katlyn R.	000123456	11th	N39484512Y	1298	540
<input type="checkbox"/> Baldree, Sammie B.	000123456	11th	N39484512Y	1098	410
<input type="checkbox"/> Ball, Jake D.	000123456	11th	N39484512Y	987	583
<input type="checkbox"/> Carollo, Allyson G.	000123456	11th	N39484512Y	1104	343
<input type="checkbox"/> Ciccone, Leonie A.	000123456	11th	N39484512Y	1002	320
<input type="checkbox"/> Collard, Sonya D.	000123456	11th	N39484512Y	1098	330

+/- Customize This Table

Check All
Clear All
Restore to default
Cancel
Apply

Basic Student info

☐ Sex
☐ Race / Ethnicity
☐ Date of Birth
☒ Grade

Registration Info

☒ Test Date
☐ Access Code

Test Center

☐ Test Center Name
☐ Test Center City

Scores

☐ Total & Section Scores
☐ Test & Cross-test Scores
☐ Subscores
☐ Benchmarks
☐ Percentiles details
☐ National Merit Details
☐ AP Potential






# Test Materials



# Test Material Order Window

- ▶ The College Board will determine which materials to ship based on:
  - ▶ The list of bulk registered students
  - ▶ A limited number of materials for test day registration
  - ▶ The school requested accommodations

Standard Room Testing	Roster Testing with Accommodations	NAR Room Testing with Accommodations
		

# Test Day Materials

---

- ▶ Schools will receive Admission Tickets along with test materials for all students.
- ▶ Test material shipments will include testing manual, test materials, test day forms and other instructions.
- ▶ Materials will arrive 3/29/2017 to 3/31/2017

# Accommodated Testing Window Materials

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- ▶ Students who are testing with certain accommodations, identified on the Non Standard Accommodation Report (NAR) will have a window to test.
- ▶ The Accommodated Testing Window for students on the NAR.
  - ▶ Accommodations window 4/5/17 – 4/14/17
- ▶ Students testing with accommodations over 2-days should test on consecutive days. All testing must be complete by 4/14/17.
- ▶ There is no additional makeup testing date.

# Makeup Test Day Materials

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- ▶ Students, not testing in the accommodated window, who miss the initial test date will test on the makeup date.
- ▶ This is for students who were absent due to illness or other valid reasons on the primary date; it is NOT for students to “choose” to test on a second date.
- ▶ On April 5th, Test Center Supervisors will be emailed requesting a count of the students requiring makeup materials.
  - ▶ Use the testing room rosters to provide an accurate count by 4/7/17 in order to receive materials.
- ▶ For students testing on the makeup date:
  - ▶ New SAT test books will be sent for all students testing on 4/25/17
  - ▶ **\*\*\*Be sure to return ALL of your materials after the primary test date\*\*\***



**Who do I ask my questions?**

# Contact Information

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## College Board's Maine SAT School Day Support:

- ▶ [SATSchoolDaySupport@collegeboard.org](mailto:SATSchoolDaySupport@collegeboard.org); (855) 373-6387

## **Pat Doyle** *Director, State and District Partnerships*

- ▶ [pdoyle@collegeboard.org](mailto:pdoyle@collegeboard.org); (207) 495-2284

## **John Fallon** *Exec. Director, College Readiness Assessments*

- ▶ [jfallon@collegeboard.org](mailto:jfallon@collegeboard.org); (212) 713-7796

## **Nancy Godfrey** *DOE Assessment Coordinator*

- ▶ [nancy.godfrey@maine.gov](mailto:nancy.godfrey@maine.gov); (207) 624-6775

# Key Dates

Activity	Audience	Dates
Accommodations Requests	SSD Coordinator	Now-2/15/17
Registration Information Arrive (includes SDQ and fee waiver cards)	District/Schools	January 2017
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/2/17 – 3/17/17
Admission Tickets Arrive in Schools	Test Center Supervisor/Students	3/29/2017-3/31/2107
Test Materials Arrive in Schools	Test Center Supervisor SSD Coordinator	3/29/17-3/31/17
Test Day	Test Center Supervisor Test Day Staff	4/5/17
Accommodated Test Window for students on the NAR	SSD Coordinator	4/5/17-4/14/17
Makeup Test Day	Test Center Supervisor Test Day Staff	4/25/17